

CHAPTER I INTRODUCTION

This chapter deals with the research background, research question, research objectives, research significance, scope and limitation and the definition of the key terms. Each point will be presented as follows.

1.1. Research Background

English is considered as an international language that is widely used in every aspect of life such as science, education, business, entertainment and so on. By learning English, people can get several positive outcomes. One of the positive outcomes is used to require for many occupations and workplaces as communication tool with people who are from different country in the world. As a results, among the four English skills namely speaking, reading, writing, and listening. Therefore, the researcher focuses on the mastery of English reading skill because it is considered as one of important skills for EFL (English as a Foreign Language). Murphy (1997) states that reading is a process of extracting a message from text, which has been constructed by writer using orthographic symbols in which is important for the students because most of the scientific books are written in English and the students are demanded to learn how to understand or comprehend some English texts. In addition, according to Smith (2004) "Reading is a cognitive process in recognizing individual printed words that is useful for them because it acquires the students to gain large information about the texts. Moreover, Harmer (2001) points out that reading is a beneficial media to ease students in learning language such as vocabulary, grammar, pronunciation, and the way of constructing sentences, paragraphs, and texts.

Nevertheless, several problems emerge in the teaching and learning reading skill. Mostly, Indonesian students confess that they lack of reading habit. The first problem, they feel reluctant

to read English text because they are less motivation to read and prefer to watch TV or do other things. The second problem is some students difficult to understand the text for them selves because they lack of vocabulary. The third problem is the students' fear of making mistake to arrange the ideas after reading the English text. On the other hand, those problems are not only faced by the students but also the teachers should be creative to design the appropriate method in order to overcome the students' problems in reading skill. Method is one component of teaching learning process which offers the teachers alternative to make the students better in their learning activities. More specifically, by providing an appropriate method, the teacher will be able to transfer and convey information more easily and the students are more active to learn English, especially for reading skill.

Richard and Roger (2001) state, "Method is a combination of activities, roles of teachers and students, materials, teaching procedures and techniques that are applied in the classroom to achieve the demanded teaching and learning objectives." And also, they add that there are several methods in teaching and learning English, such as grammar-translation method, audio-lingual method, direct method, cooperative learning method, total physical response, etc. Furthermore, Larsen and Freeman (2000) state, "Methods serve as a foil for reflection that can aid the teachers in bringing to conscious awareness of the thoughts in the teaching of reading activities." In brief, method of teaching reading is a planned design for teaching materials, procedures, controlling and manipulating the activities to attract the students to read the text comprehensively.

Meanwhile, some research findings, Utomo (2008) conducted a study on the teaching reading method. The result showed that the teacher implemented some methods when teaching reading. Those methods were grammar-translation method and total physical response. By using those methods, the teacher could help to create alternative to engage students to learn reading

effectively. Meanwhile, Novia (2012) also conducted a study on the method of teaching reading comprehension to the first year students at SMPN 02 Sawo Ponorogo. Her results showed that mostly the teacher used audio-lingual method, grammar-translation method, direct method and cooperative learning method. Because those methods could aid the teacher to teach reading effectively in the class. Therefore, most of students felt enjoyable and motivated to learn English reading skill. Thus, considering some reasons as mentioned before, the researcher conducts the research entitled **“Teaching Methods used by the Teacher in Teaching Reading Skill for First-Year Students at SMPN 1 Paiton Probolinggo.”**

1.2 Research Problems

Based on the research background, the research problems are stated as follows.

1. What kinds of teaching methods are used by the teacher in teaching reading skill for first-year students at SMPN 1 Paiton Probolinggo?
2. What are the implementation of teaching methods that the teacher used in teaching reading skill for first-year students at SMPN 1 Paiton Probolinggo?

1.3 Research Objectives

1. To find out the kinds of teaching methods used by the teacher in teaching reading skill for first-year students at SMPN 1 Paiton Probolinggo.
2. To find out the implementation of teaching methods that the teacher used in teaching reading skill for first-year students at SMPN 1 Paiton Probolinggo.

1.4 Research Significance

The result of this study is expected to provide both theoretical and practical contribution. Theoretically, the results of this study are aimed at finding out find out the kinds of teaching

methods used by the teacher and the implementation of teaching methods that the teacher used in teaching reading skill for first-year students at SMPN 1 Paiton Probolinggo.

Practically, the findings of the study are expected to give many benefits to both teachers and students related to the teaching method used by the teacher in teaching reading skill, namely English teacher is to give inspiration so that the English teacher can apply several methods that are proper in teaching reading skill in order to motivate the students' interest to learn. Then, the students, to get motivation in developing their reading skill. And the last is to the next researchers, to add an additional or source of information about the kinds of teaching methods used by the teacher and the implementation of teaching methods that the teacher used in teaching reading skill for first-year students at SMPN 1 Paiton Probolinggo.

1.5 Scope and Limitation

The scope of this study is the kinds of teaching methods used by the teacher in teaching reading skill at SMPN 1 Paiton Probolinggo, more specifically, this study focuses on the teaching methods used by the teacher and the implementation of teaching methods that the teacher used in teaching reading skill.

1.6 Definition of the Key Terms

1. *Teaching* is the teacher's activities in guiding and facilitating students in learning (Brown, 2007). In this study, teaching is teaching speaking through the process of giving, sending, conveying the materials, information, ideas or thoughts from the teachers use verbal communication to the students in the classroom.
2. *Reading skill* is a process of requiring the understanding and negotiation of meaning (Brown, 2004). In this study, the readers bring their early thought to the net parts of reading process to finally reach their understanding about the meaning of the text they read.

3. *Teaching reading skill* is an activity where the teacher teaches how the way to read and how to comprehend what the students read in classroom activity (Harmer, 2007). In this study, the teaching of reading skill is focused on teaching students what they read the material as well.
4. *Method* is a combination of activities, roles of teachers and students, materials, teaching procedures and techniques that are applied in the classroom to achieve the demanded teaching and learning objectives. In this study, method is a teaching learning process which is programmed procedure to achieve the learning objectives.

